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FROM THE EDITOR

This issue marks the closing of Volume One of the Eastern Education Journal. It has been an interesting adventure for the editors.

Taking an idea and developing it into a concrete entity proved to be more than just a matter of asking for and accepting articles for publication. Sometimes the most garrulous faculty members become coy and reluctant when asked to render their words in print. Then, too, there have been production problems ranging from "justified margins" to scheduling the "run" on the multilith. Finally came the matter of assembling and distributing including that "accursed" stapling machine.

We have heard both compliments and complaints. We have listened to both as a means to provide a better journal when Volume Two comes off the press next fall.

We thank the contributors of material for this and previous issues and ask that articles be submitted for consideration next fall.

R.V.S.

OUR UN-PUBLIC UNIVERSITIES

F. R. McKenna

In a series of laws since World War II the Illinois General Assembly has authorized the boards governing Illinois public universities to fix, charge, and collect student fees (1) for building, equipping, operating, and maintaining such revenue producing structures as dormitories, dining halls, student unions, field houses, stadia, and other recreational facilities; (2) for admission, registration, tuition, and matriculation; (3) for supplies, materials, laboratories, and similar facilities; (4) for student activities and services; and (5) for group insurance policy premiums, health services, medical care and hospital facilities.

The purpose of such legislation is to permit state institutions to do things that the General Assembly refuses to finance with tax monies. So, to compensate for their refusal, the General Assembly permits public universities to cooperate with special and commercial interests in getting students to finance union buildings with ballrooms, bowling alleys, and billiard rooms; stadia and field houses; dormitories (some with private telephones in each room); subsidized athletic teams; medical and hospital insurance, and auditoriums. Presently, some schools are raising fees again in order to subsidize a variety of performing student elites; talented athletes, musicians, artists, debaters and actors.

In a typical Illinois public university a student in 1930 annually paid $30 in fees, in 1940 he paid $55.50, in 1950 it was $75, in 1960 it was $192, this year he pays $234, and in 1970 he will pay over $300. If his fees had paralled inflation only, he would now be paying about $60 a year. (The cost-of-living index went from 59 in 1929 to 100 in 1958 to 115 in 1967.) Dormitory room and board

cost $270 a year in 1930, $414 in 1950, $648 in 1960, and $840 in 1967. While the cost-of-living index is inadequate in accounting for some inflation in building costs, it is a safe estimate that at least 15 to 20% of the dormitory fee now goes to reduce dormitory building-bond issues. In addition to these fees, texts and supplies range from $100 to $150, and miscellaneous costs from $100 to $300.

As the legislature continues to open the door wider, university officialdom is less and less accountable for co-operating with special interests and commercial interests. The public, the paying parents, and the faculties can be bypassed easily. Discussions are generally limited by keeping them within university circles, chiefly among university officials; and by failure to air all sides sufficiently in the public press. Sometimes feasibility studies are made and student opinion is solicited. This is ironic where feasibility is tempered by preconceived intentions; and where students hear arguments couched not in terms of basic premises but in terms of prestige, keeping up with competition, school spirit, and the public image. Since the average college student tends to be idealistic, it is not difficult to persuade him to memorialize himself with buildings that succeeding student generations will pay for. Consequently, the public generally learns about an increase when it is a fait accompli, or so nearly so as to allow little time for public reaction.

The result of this system of fiscal irresponsibility is the weakening of the principle that state schools are supported chiefly or entirely by the public and accessible to the public upon terms of equality. Every fee increase denies another segment of the public access to its own institutions. Every added luxury and new subsidy increases social inequality. Every spurious argument alienates more youth from adult leadership.

One of the most powerful arguments advanced in the

(Continued on page 15)

THE JUNIOR BLOCK AS A PRE-STUDENT TEACHING EXPERIENCE

Dr. Robert Zabka

In an effort to relate theory and practice into a meaningful training procedure for prospective teachers, the Faculty for Professional Education and the School of Elementary and Junior High Teaching have initiated the use of the "Junior Block" for all elementary majors. The attempt to relate educational theory to the practical realities of teaching is not new. In 1948, the American Association of Teachers of Colleges Bulletin, SCHOOL AND COMMUNITY LABORATORY EXPERIENCES IN TEACHER EDUCATION, contained the following information relating to professional experiences prior to student teaching:

> The very earliest normal schools in this country maintained schools for children where students might observe and practice the techniques of teaching. At the time when many teacher education programs consisted of one year's work, a large part of that year was spent in working with children in the model school. However, as the normal schools became teachers colleges and the one-year program was extended to a four-year program, the time given to direct experience with children was directly affected by an extension of curriculum offerings to include a range of courses in general and professional education. That part of the program which provided direct experience was, in many instances, confined to one period of the four-year curriculum and consisted of a course in student teaching.

Principles to govern these firsthand experiences included the following:

(1) The opportunity to implement theory.
(2) The opportunity to direct his need for further study.
(3) The opportunity to guide the student in his teaching-learning situation.
(4) The adequacy of physical facilities to accommodate a new program.
(5) The cooperative development of laboratory experiences with students and advisers.
(6) The nature and extent of the professional laboratory experiences.

The 1953 edition, 32nd Yearbook of the Association for Student Teaching, titled CURRICULUM TRENDS AND TEACHER EDUCATION, also urged a reconsideration of teacher-training procedures. Included among the "Summary of Statements on Anticipated Changes in Teacher Education Programs to Equip Teachers to Utilize Curriculum Trends," were the following suggestions:

(1) Earlier and more extensive laboratory experiences - observation, participation. In every year and in every course, more contact with children.
(2) Better correlation of professional courses.
(3) Better correlation of professional courses and laboratory experiences.
(4) More experience in curriculum planning.
(5) Greater emphasis on visiting, observation, and participation with students in training.
(6) More classroom participation in connection with a curriculum course prior to student teaching.

Neal Billings, describing procedures on the Wisconsin campus in the 32nd yearbook, directed attention to a course called, "Integrated Course in Elementary Education." A staff member supervised the practice teaching of the students

in his group and directed a large part of their reading, study and college class work. According to Billings, the purpose of this arrangement was to base the study of methods, curriculum, child psychology, and other theory as much as possible on actual experiences in school situations. It was believed that this arrangement increased the meaningfulness of both theory and practice and improved the mastery of both practical teaching skills and basic educational concepts.

The Parkland Conference Report, edited under the heading of the PROFESSIONAL STANDARDS MOVEMENT IN TEACHING: PROGRESS AND PROJECTION, by the National Commission on Teacher Education and Professional Standards, 1956, also fostered the concept that theory and practice should serve as co-partners in a teacher-education program.

Elements of this report included the following:

(1) The student teaching experience should be considered as but one aspect of a well-planned program of laboratory experiences extending throughout the teacher education program.
(2) Guidance and supervision should be provided for laboratory as well as student teaching experiences.
(3) Theory courses in professional education should be made more realistic and practical.
(4) The job of preparing teachers is not the sole responsibility of the staff of the college, a department, or school of education. The task of preparing young people to teach is a shared responsibility.

Donald Sharpe, in his chapter "Professional Laboratory Experiences," prepared for the American Association of Colleges for Teacher Education publication, TEACHER EDUCATION FOR A FREE PEOPLE, reported: "Most members of

the teaching profession are evincing increased interest in professional laboratory experiences. If there is any one point in common to most of the two hundred twenty-five evaluation reports made by the two hundred twenty-five different teams who participated in the self study intervisitation program of the American Association of Colleges for Teacher Education, it is the almost universal suggestion that more opportunities for professional laboratory experiences prior to student teaching be provided."

The format followed with Eastern Illinois students includes lectures, small group discussions, and teacher-pupil interaction possibilities to insure a systematic means for analyzing thinking and learning processes that take place in the classroom. The following guidelines were established prior to the opening of the first trial Junior Block section in September, 1966.

(1) At the Junior level schedule two related education courses for the same staff member from the Faculty for Professional Education for a specific block of time.
(2) Insure that the lecture and laboratory hours were flexible. The time invested in the two courses, however, should approximate the time spent in any two courses of four hours credit each.
(3) The university instructor and the laboratory school supervisor should work cooperatively in planning specific classroom observations and participation activities.

The intent of the classroom observations or classroom participation experiences should serve to illustrate, clarify, or otherwise enrich the course of study pursued in the university classroom. Experiences scheduled in the laboratory school classroom would thus serve as the laboratory phase

of the designated university course. The Junior Block program at Eastern Illinois University is a modified approach to an otherwise full quarter's assignment of professional courses. The Junior Block arrangement allows the student to more nearly bridge the gap which might exist between theory and practice. The pre-student teaching preparation period, therefore, assumes a more meaningful and realistic content for the elementary major. In the Fall of 1966 the first Junior Block professional sequence was made available to a group of students who elected to participate in this venture. Two related professional courses were selected in order to implement the program; i. e., Education 327, Language Arts and Social Studies, and Education 328, Reading in the Elementary School. Offered as a dual assignment, students volunteering for the program committed themselves to an assignment designed to include the full utilization of one-half of the participant's school day. During subsequent quarters and on continuing basis two sections of the Junior Block were open to students. At the present time, all elementary majors register for the Junior Block courses. During participation in the Junior Block program students receive credit for eight quarter hours of work. The weekly class schedule includes seven hours of formal classroom activity with their university instructor and four hours of participation with their assigned supervisor from the School of Elementary and Junior High Teaching.

Participation for members of the Junior Block has been defined as:

(1) Classroom instruction
(2) Opportunities for observation
(3) Preparation time
(4) Committee activity
(5) Independent research suggested by the individual supervisors
(6) Conferences scheduled with the supervisors

The schedule of participation activities has been organized for time periods that can be arranged conveniently within the one-half day block of time reserved for Junior Block participation.

In order to insure articulation between the theory classes and the practicality of classroom responsibilities the university instructors and laboratory school supervisors work cooperatively in planning participation activities. Among the usual routine of classroom opportunities made available to university students in this pre-student teaching program are the following:

(1) The opportunity to observe master teachers work with children
(2) The opportunity to share in the presentation of daily lessons
(3) The opportunity to work with small groups of children
(4) The opportunity to work with entire classroom groups
(5) The opportunity to develop lessons and lesson plans that have relevance to an on-going classroom situation
(6) The opportunity to develop resource units
(7) The opportunity to learn to work together in committee groups discussing the preparation and development of educational resources that might have application in their future classroom situations.

Within the near future an attempt will be made to evaluate the Junior Block program in terms of present guidelines, expectations, and goals originally expressed. Suggestions and alternatives to strengthen the pre-service training of prospective teachers will be studied in order to insure an even more effective program for the preparation of teachers.

QUALIFIED TEACHERS OF HISTORY IN SECONDARY SCHOOLS: A REPORT BY DR. REX SYNDERGAARD

(adapted from The Eastern Alumnus, E.I.U., Charleston, Illinois, 1965)

In 1964, three professors of history at Indiana University concluded after a three-year study of Indiana's high schools that the deplorable state of history teaching was largely the result of inadequate preparation of the teaching staff.

To prove the inadequacy of Indiana's teachers of history they presented the following evidence: 45 per cent of the teachers with bachelor's degrees in education had had only 15 to 18 hours in history, the few who had earned a master's degree did not take a single course in history, and 80 per cent had read no books in their field in the previous year.

If the situation in Indiana is typical, then history as a high school subject could expire in the next decade. As a professor of history in one of Illinois' state universities in which the training of teachers is an important part of its program, I would be reluctant to admit that the teaching of history in this state has reached a level comparable to that of Indiana, at least not in the areas that employ a large percentage of Eastern's graduates.

We hope that as a result of the changes we have made in the history curriculum in the past four years we are producing better qualified teachers of history. For instance, our history majors must have 52 hours in history and 36 in the social sciences. We are well above the total number of courses recommended by the American Historical Society.

It is interesting to note that the Indiana study showed that 45 per cent of the teachers of that state had about one half the number of hours we require of our majors. We feel that our graduates have through their college courses

FOR AULD LANG SYNE

When classes convene in September of 1968, a man who has become known as Mr. Elementary Education at E.I.U. will have left the classroom for a tour through Old Mexico. It will be the beginning of a pleasant retirement for Dr. Arthur U. Edwards.

Dr. Edwards is currently a professor in the Faculty for Professional Education and has held many positions at this university during the past thirty-one years. Arriving at Eastern in 1937, he served as the director of the Laboratory School until 1953; during this time he also taught some classes, was in charge of student teachers at the Laboratory School, and was responsible for the complete administration and supervision of the school. In 1953, Dr. Edwards initiated the first school lunch program at the Laboratory School.

Dr. Edwards was named chairman of a committee which later evolved into the present elementary education curriculum committee. He stated that many of the proposals brought forth today had elements in this earlier committee but, for many reasons, it has taken many years to bring them about.

His Bachelor's Degree was awarded in 1924 at Iowa State Teachers College as was the Master's Degree in 1928. It is interesting to note that Dr. Edwards began his college career and completed all requirements for medical school but became interested in children and child psychology at Iowa and the decision was made to make teaching a career. This teaching career had actually started before his graduation from Iowa as a high school science teacher in Iowa.

In 1925, Dr. Edwards became a Superintendent. He stated that his wife, being a first grade teacher, took care of the primary grades, and he, having a secondary background, assumed responsibility for the remaining grades. After returning to school full time, as did his wife, the Doctor of Philosophy was conferred in 1932, his dissertation, The Psychology of Arithmetic, being the same subject as his Masters thesis. With the depression came harder times; 1933 saw only one of his eighteen fellow doctorate classmates receiving a job. Later in 1933, he began a four-year career at South Dakota State College, and in 1935 was made Director of Student Personnel Services at this same institution.

As a member of many societies and associations, Dr. Edwards has been very active throughout his career and has published in many yearbooks and magazines.

Upon his return from Mexico where they will see the Olympics and tour Acapulco, a short rest will be in store. The Edwards will return to Mexico in February for a tour of the Yucatan peninsula.

Miss Winifred Bally, assistant professor and coordinator of student teaching in the Department of Physical Education for Women, has announced her retirement, to become effective in June, 1968. The several parties and testimonial dinners which have been held in Miss Bally's honor during the past weeks since her announcement are a fitting climax to her distinguished career in public service.

Miss Bally holds the B. S. in Ed. degree from Illinois State Normal University and the M. A. degree from New York University. In 1951-52, she did one year of post-graduate work at New York University. During the first eighteen years of her teaching career, Miss Bally taught in rural schools around Kankakee, Illinois and worked as a supervisor of student teaching at I.S.N.U. From 1944 to 1946, she served with the American Red Cross in Iran and Egypt, returning in February of '46 to accept a position on Eastern's staff.

She taught physical education in the University High School and the college until the high school was discontinued and the off-campus student teaching program was instituted in 1955. She served thirteen years as coordinator of Student Teaching in Women's Physical Education, supervising the work of student teachers and teaching the departmental methods courses to majors and minors.

The coordinating staff of the university presented "Pete", as she is affectionately nicknamed, with a miniature automobile and a hard-bound volume entitled, This Is Your Life, Pete Bally, which is a collection of the many forms and instruction sheets involved in the "red tape" of the off-campus program. Hopefully, these items will remind her of the "in jokes" among the supervisors of student teaching.

She would be the first to chide an eloquent, "flowery" tribute to her success at Eastern, for her directness and her ability to cut through the small talk and "get on with the job at hand" are distinctive characteristics which have challenged her students and co-workers for years. Her students will remember her invaluable suggestions and friendly counsel; her fellow teachers will remember her as an unending source of cooperation and support. Her contribution to Eastern, to the student teaching program, and to her profession in general are inestimable. She is a true professional, who never measures her responsibility by the hour but rather, by the job.

Following her retirement, she will return to Kankakee where she has been excitedly building her "retirement" home for the past several months, but those who know Miss Bally are confident that she will never lose contact with what is happening in education.

learned from our instructors the value of interpretation, the use of source materials and problem studies.

They have learned from their courses that history consists of more than bare facts, dates, events and chronology which can be gleaned from a textbook. We hope they have discovered the textbook is simply the basic guideline for the course, and that it must be illuminated by the interpretations of the instructor and by extensive outside reading.

We would be deluding ourselves, however, if we contended there are not some high school teachers who made the textbook the sum total of the course. But such incompetence is often the result of an inadequate preparation in history, a lack of interest, or lack of time.

We realize that no matter how competent some teachers may be or how diligent they are, many of them are so encumbered by extracurricular activities and student loads that they do not have sufficient time to prepare properly for their classes. No wonder 80 per cent of the teachers in Indiana had not read a book in their field in the past year.

We also know there are teachers who have been assigned to history courses even though they have had only one or two courses in the area. These assignments are often made by a few principals who believe that any certified teacher who can read a textbook can teach a history course. In a panel discussion at a state meeting of high school administrators, I contended that the improvement of our history curriculum is for naught if principals ignore the preparation of the teachers as they assign them to classes. Perhaps our problem would be solved in part if school administrators and the general public were fully apprised of the compelling reasons for the inclusion of history in the secondary school curriculum. We, as professional historians, have not done enough to impress upon the public the value of history, and the importance of it being taught competently.

The list of the values to be found in history is extensive, but I should like to refer only to those I consider most significant. The primary value as a high school subject, according to a group of British school administrators, is that curiosity about the past is the basic characteristic of man.

Lord Bolingbroke in his letters on the study of history wrote: "Nature gave us curiosity to excite the industry of our minds."

It is for the history teacher to awaken this curiosity. But if the history course requires the memorization of the facts of a simple textbook and that is followed by the usual quiz consisting of true-false and multiple choice questions, instead of an awakening of an innate curiosity the result is as stultifying as counting the number of angels on the head of a pin.

Robert L. Schuyler, former professor of history at Columbia University, believed that the value of history resulted from historical methods more than historical information. How the student learns about the past, he contended, is of greater educational value than what he learns about it.

This is a point often missed by the inadequately prepared history teacher. The critical use of the textbook and well-chosen exercises in historical criticism by the instructor can give the student an appreciation of the reliability of various kinds of sources and can help the pupil distinguish between fact and opinion.

We become critical through education, but primarily from historical study one develops the critical method. Thus, perhaps more than any other subject, history reduces the innate credulity of man. Our college instructors are generally aware of the values of the critical methods in history. Our advanced courses through the use of research papers, source materials, paperback problem books, and significant monographs, can inculcate in the student the critical sense which is so essential to the historian.

We still hear, however, the charge that history courses require the memorization of a long series of dates and events. Some educators insist that too often history courses consist of an accumulation of "isolated facts." In some instances high school history courses are taught in that manner, but it is our hope such examples of poor teaching will not persist in a period in which the student has these advantages: an abundance of inexpensive paperback material, an improved history curriculum, and an instructional staff at Eastern which works to develop competent teachers who understand the value of interpretative history and the historical method.

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(McKenna)

nineteenth century for creating public schools was that they helped equalize opportunities: public education was needed for overcoming social and economic inequities. When able people could not be educated both they and society suffered. In a democracy, knowledge was not the exclusive possession of any economic, religious, racial, or social group. Therefore, public schools should avoid discriminatory barriers, including discriminatory fee structures. In brief, public education is a noble social ideal which has benefited western civilization immensely. It has been a cornerstone of democracy.

THE RESPONSIBILITY OF THE COLLEGE TEACHER

Bryant H. Roisum, M. D.
Madison, Wisconsin

College campuses throughout the country are restless. On every hand are signs of the resentful disillusionment today's youth feel toward their elders. Long hair, beards, sloppy clothes express rejection of traditional codes of dress. Changing patterns of sexual behavior express defiance of traditional sexual morals. Demands for greater voice in college administration and even shouts of student power indicate their rebellion against authority. Innumerable protest demonstrations - often ending in riots - reveal their objection and disgust with social and governmental policies. Disenchantment with the war in Vietnam, the draft, racial discrimination, governmental paternalism, police brutality - even law itself - is clearly evident.

Nor is this, as has often been said, merely the disrespectful action of a vocal minority. Ture, there is a vocal and aggressive minority that make most of the headlines. Yet there is a strong undercurrent involving the majority of the student population in which the same disenchantment is felt covertly. They are confused, often frightened, disillusioned young adults - searching for meaning and significance to life; but, far too often, finding no help from their elders.

What are they trying to say? How can we help? What are the implications for the college teacher?

This general unrest and the often legitimate criticisms youth levels at society presents a tempting trap for the college teacher. The temptation is to intellectually align himself with the youth and, wittingly or unwittingly, aid and abet the rebellion. This is a trap because it misses

the point of the rebellion and fumbles the opportunity to be of real help to them. It tells them that even the teacher is of no value to them in their search, either because he does not get their message or because he doesn't know the answer himself. What then is their message?

The youth of today are bitterly resentful because they feel betrayed by their parents, by the older generation. It is natural for children to look to their parents and older adults for wisdom, guidance and discipline for this complex task of life. This need does not stop with childhood but continues through adolescence into early adulthood. How have they been betrayed?

First of all, they have been betrayed by being raised in an overpermissive atmosphere which failed to provide the necessary experience for development of self-discipline. Erroneous interpretation of the growing body of psychiatric knowledge created a generation of parents who were afraid of their own children. Fearful of harming their psyches, parents abandoned time-proven disciplinary measures in the mistaken impression that these were the causes of emotional disorder. A sanguine reliance on the inherent reason and goodness of the human animal gave the children the impression that parents were either weak, stupid or indifferent.

To add insult to injury, they were repeatedly told how much smarter, wiser and knowledgeable they were than their parents. Now every adolescent knows in his heart that he is frightened of facing the world and that he does not have all the answers. How much more frightened must he become when he hears he is smarter than his elders. The very concept adds to his already budding contempt. To frost the cake, his adolescent demands for freedom on reaching college are met with concilliation and retreat, confirming his worst fears. He is stronger than his elders, too. Of course every adolescent needs to pit himself

against his elders to develop and prove his growth to maturity. But what satisfaction and confidence can be gained from mastering a weakling?

Secondly, the youth of today have been betrayed by overindulgence. Generally it is true that the college student of today comes from an affluent background. His parents, still mindful of the depression and the denials of World War II, have done everything they could to save their children from going through their experiences. But this well-intentioned effort has denied their children the full meaning of being responsible for themselves. The affluence with which they have been surrounded has led to a serious blindspot. But it isn't this that embitters them. Rather, it is the fact that in the compulsive drive for monetary reward and security, the meaning of the home has deteriorated. Home has become a place run by a woman and provided for by a man called father who was rarely there. When he was there he either over-played his role or acquiesced to mother. How, in such an atmosphere, can one develop a healthy concept of authority? It is perhaps here that the contempt turns to bitterness.

Third and last, the youth of today has been betrayed by failure of his elders to provide him with a meaningful set of values that he sees practiced by those to whom he looks for example. He hears talk of individualism and personal initiative but sees his elders sell their freedom to a paternalistic government for the sake of security. He is told about honesty and patriotism but sees his own government repeatedly caught in open dishonesty. He is taught that the principle is the thing, but sees politicians barter integrity for votes. He learns about the value of law but discovers that laws are for the other guy, and the only sin is to get caught breaking it. He hears about love only to discover that this is a four-letter word meaning sex. It's pretty hard to find much meaning in all of

this. What then can the college teacher offer these disillusioned youth?

Obviously, the opportunity is to give a living example that refutes the impressions of his elders he has previously gained. He can show them an adult who has acquired self-discipline himself and expects it of others. He can show the maturity to acknowledge the errors of the past, his own as well as those of others, but retaining respect for what was good in the past. At the same time he is constantly searching for new knowledge which will lead to true improvements. He can provide the example and leadership that shows it is worthwhile to be an adult. He can publicly espouse values that for him give meaning to life. He can show how knowledge gives rise to wisdom when tempered with experience that is understood. He can, in short, give them an opportunity to know someone who is older and wiser, who does find meaning in life, and who is worthy of respect - even imitation.

Today's college teacher has a responsibility to his students greater than ever before. He has the responsibility of transmitting to his students not only knowledge but also how to use knowledge to give meaning and purpose to life. He must show the student how knowledge, in its broadest meaning, properly integrated and applied, provides the link between past and future and points the way to the meaning of life. How well the college teacher discharges this responsibility will have a major influence on the direction our world takes in the future.

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Dr. Bryant Roisum is assistant clinical professor of psychiatry in the University of Wisconsin Medical School. An author of a number of articles in both technical and lay journals, Dr. Roisum also maintains a private practice in psychiatry.

BOOK REVIEW: Descriptive Statistics
Author: Stanley S. Blank
Publisher: Appleton-Century-Crofts

REVIEWED BY: Earl Doughty

This new book in a relatively old field utilizes a programmed technique to present basic descriptive statistics in a manner that is conducive to easy mastery of the concepts. Blank's book was written for the beginning psychology and educational psychology student.

The book format follows the Skinnerian type of linear programming. The statistical concepts are presented by frames with their respective answers being given below each frame. A paper "mask" or "slider" that is provided with each copy of the book is to be used to shield the answers while the reader is studying each statement. Each reader is required to follow the three basic principles of Skinnerian programming when he uses the book. The three principles are (1) read a given selection, (2) make an overt response, and (3) get immediate knowledge of the results of the work performed.

Most books that use this type of programming include information somewhere stating what the success of performance percentage rate is. This specific information is not included, but the reader will not find this small omission to offer any form of detraction from the effectiveness of the book.

Dr. Blank has designed the book to present these topics: frequency distributions, measures of central value, measures of variability, standard scores, percentiles and correlations. Sufficient review of each of the topics is provided to assure effective understanding before progressing to the next one. The concepts for each topic are presented sequentially and in small enough steps to assure learning

success. The book's introduction explains very thoroughly how to use and study the material included in the text. An ample number of exercises are included for practice.

The stated purpose of the paperbound volume is to free instructors in psychology, educational psychology, and introductory measurement and evaluation courses from the necessity of teaching basic descriptive statistics. The book certainly will do this job adequately. In fact, the way the material is presented should help to remove some of the beginning student's fear of statistics.

Beginning graduate students in almost any field will find this book to be a very valuable aid in helping them write the master's paper. A review of this book would be helpful for any student who is planning to begin a study of inferential statistics.

The author seems to have accomplished his stated purpose of presenting descriptive statistics in an effective manner. Instructors and students alike should be able to use Blank's book with assurance that the results will be quite acceptable.

BOOK REVIEW: The Education of T. C. Mits
Authors: H. G. and L. R. Lieber
Publisher: W. W. Norton and Company, Inc.

REVIEWED BY: Robert Hancock

This delightful little book is one written about mathematics for non-mathematicians. The clever drawings and unusual "free-verse" form are apt to disguise, at least temporarily, the remarkably effective way in which the author expounds and amplifies the spirit and philosophy of

mathematics as it effects T. C. Mits (The Celebrated Man in the Street).

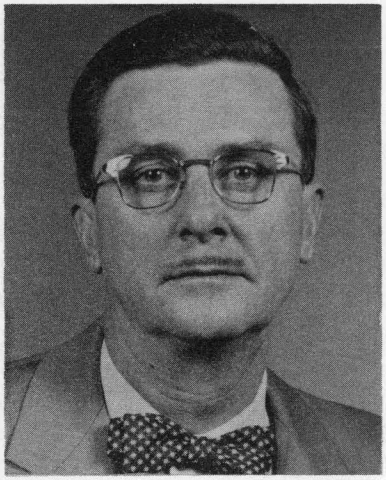
In Part I the author addresses himself to a discussion of the ideas of classical mathematics. Thought provoking little problems provide the author with a springboard for focusing attention upon some of the more important characteristics of mathematics. Lieber develops the concepts of generalization and abstraction, as they apply to mathematics, in such a way that the non-mathematician can appreciate the philosophy and structure that characterizes all of mathematics.

Also included in part I is a discussion of the nature of mathematical reasoning, the blending of algebra and geometry into analytic geometry, and a surprisingly clear exposition of the basic concepts of calculus. Although these topics may sound uninteresting (or even foreboding), they become understandable and reasonable when presented in the highly readable style of the Liebers.

The focus in part II shifts to an investigation of the world of so called "modern" mathematics. In this world where two times two is not necessarily four; where there is more to parallel lines than met Euclid's eye; where life exists in a four dimensional form, we come to realize that if we do not have some understanding of these matters, then we might just as well be living 300 years ago. We also come to realize that these ideas are not nearly so difficult or mysterious as we once imagined.

This book is most definitely <u>not</u> a treatise on any particular aspect of mathematics, but is rather a broad look at all of mathematics. It presents the philosophy of mathematics rather than the facts of mathematics in such a way that anyone with a liking for mathematics will find it pleasant reading.

MEET THE AUTHORS



Dr. Raymond McKenna is professor of the philosophy and history of education. Dr. McKenna is a spokesman for the rights of persons as individuals.

Dr. Rex Syndergaard is head of the history department at Eastern. His article is drawn from contacts with the preparation of history teachers.

Dr. Robert Zabka has this year assumed the responsibility as coordinator of coordinators. His title is Director of Off-Campus Student Teaching.

ANNOUNCEMENTS

DATES FOR SUMMER SESSION

June 10	Registration
June 11	Classes Begin
June 24	Graduate Registration Day
June 25	Graduate Classes Begin
Aug. 14-17	Examinations
Aug. 15	Commencement
Aug. 19	Quarter Closes

ON-CAMPUS WORKSHOPS AND SHORT COURSES

June 3-21	Preparation and Use of A-V Materials
June 3-21	Elementary Guidance Workshop
June 9-30	Music Camp for H. S. Students
June 10-28	Physical Education for Women 356 "Outing Crafts
June 10-Aug. 19	Summer Theatre Program
June 17-21	School Lunchroom Workshop
June 24-Aug. 2	NSF Physics Institute Seminar
June 24-Aug. 16	NDEA Industrial Arts Institute
June 24-Aug. 16	Research and Development
June 24-Aug. 16	NSF Institute for H. S. Science Teachers
June 24-25	Educational Book Exhibit
June 27	Leadership Conference Illinois Congress of P.T.A.
June 25-July 19	Independent Study in Nutrition
June 25-July 19	Evaluation in Home Economics
June 30-July 5	Piano Teachers Workshop
July 14-20	Workshop in H. S. Publications (Newspaper)
July 23-Aug. 19	Independent Study in Nutrition
July 23-Aug. 19	Workshop in Curriculum Development - Home Economics
July 25-26	Bishop-Arch: Clothing Construction
July 28-Aug. 3	Workshop in H. S. Publication (Yearbook)

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English Department

Shurob